

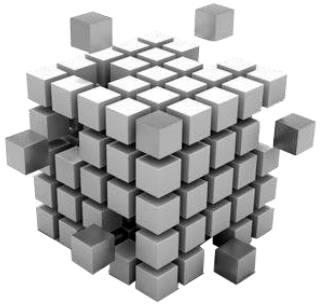
PART I

**Background
Partners
Definitions
Objectives
Target Groups
Methodology**



**PRESENTATION OF
THE REDEEM
PROJECT**

General Features



FRAMEWORK:

Erasmus+ Strategic Partnerships



Erasmus+



UMBRELLA:

CLUSTER Consortium



ELIGIBILITY PERIOD:

September 1st, 2015 – October 31st, 2017

CLUSTER Network



Associated Members



Background

- 1 DD developed according to the **needs of the providers**
- 2 Often **no feedback** from the students
- 3 Often **no correlation with** the needs of the **employers**
- 4 DD promoted but **no tools** to provide the students with a clear picture **on the impact**
- 5 **Existing studies are incomplete** (focusing on other areas, on one type of DD only, on mobility only, not comparative, not combining qualitative and quantitative analysis, not bringing together all the stakeholders, not producing guidelines for future use)

Partners



TECHNISCHE
UNIVERSITÄT
DARMSTADT



KTH

Royal Institute of Technology

(SE)

IST

Instituto Superior Tecnico

(PT)

KIT

Karlsruhe Institute of Technology

(DE)

POLITO

Politecnico di Torino

(IT)

TUD

Technische Universität Darmstadt

(DE)

UCL

Université Catholique de Louvain

(BE)

UPC

Universitat Politècnica de Catalunya

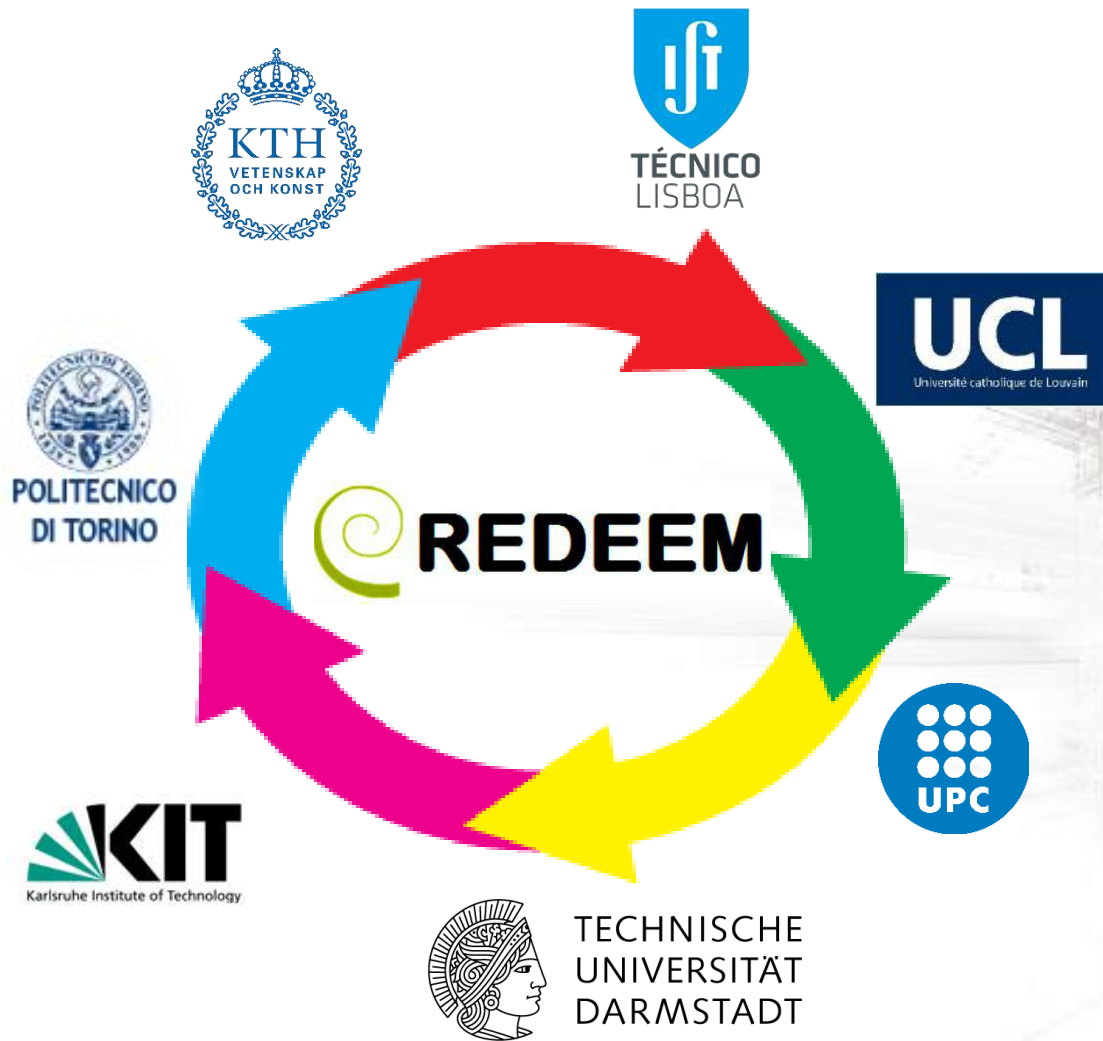
(ES)

Definitions

DOUBLE DEGREE used as a general term covering all the forms of academic cooperation at any level leading to the deliverance of a programme with ***embedded mobility offered jointly by at least two HEI***

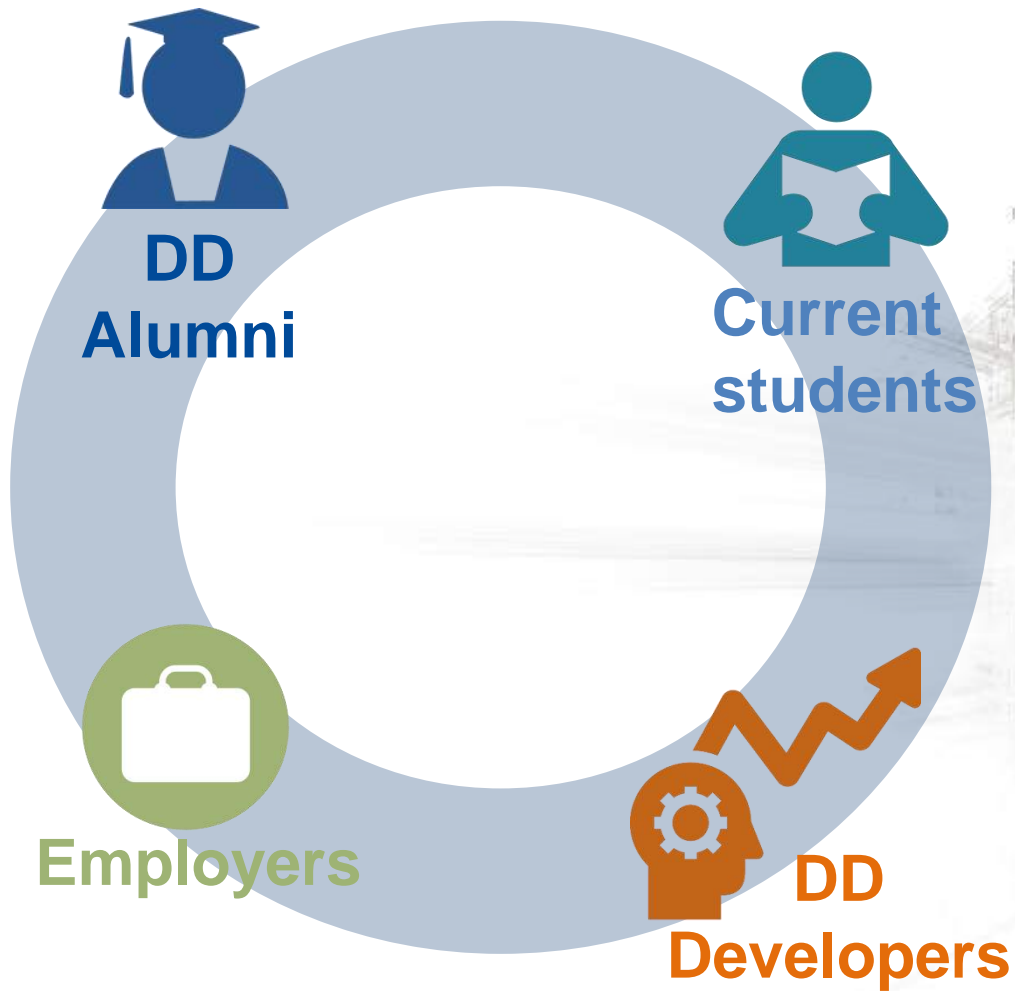


General objective

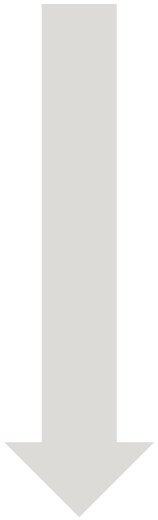


“Evaluation of the **added value** of **double degree** programmes from a **multi-stakeholder perspective** in order to **reform** the existing programmes and **create** new ones according to a new set of guidelines.”

Target Groups



Methodology



OCT | 17

OCT | 17

1

State of the art

2

Quantitative analysis (statistics)

3

Qualitative analysis (interviews)

4

Manual – guidelines for developers

5

Training programme for double degree developers, programme directors and administrators

6

Double degree repository – best practice

7

Dissemination (Preparation of the material and contents/ Final open meeting)



PART II

Methodology

Survey Performance

Survey Results

A blurred, high-angle view of a city street with tall buildings, overlaid with a red-tinted grid pattern, creating a sense of motion and urban complexity.

QUANTITATIVE
ANALYSIS

Survey Dimensions

Dimensions	Indicators
PROFESSIONAL & ACADEMIC SITUATION	Situation towards employment Employer characteristics and Career Study HEI MY ACTUAL CAREER FACTS
MOTIVATIONS	To attend DD instead traditional degree WHY I TOOKED A DD?
SKILLS GAINED	Measure perceptions skills and experience gained in DD WHAT IT(DD) GAVE ME?
IMPACT	Of DD on career path Aimed job while graduating versus attained job HOW DID IT HELP ME?
QUALITY	Suggestions of improvements on their DD Reflecons on their experience SATISFACTION + RECOMENDATION
+	
PRE COLLECTED DATA	Gender, Age, Nationality, Programme ID, Degree (1 st /2 nd Cycle), Field of Studies, HEI's, Duration Studies, Year Graduation and e-mail adress.

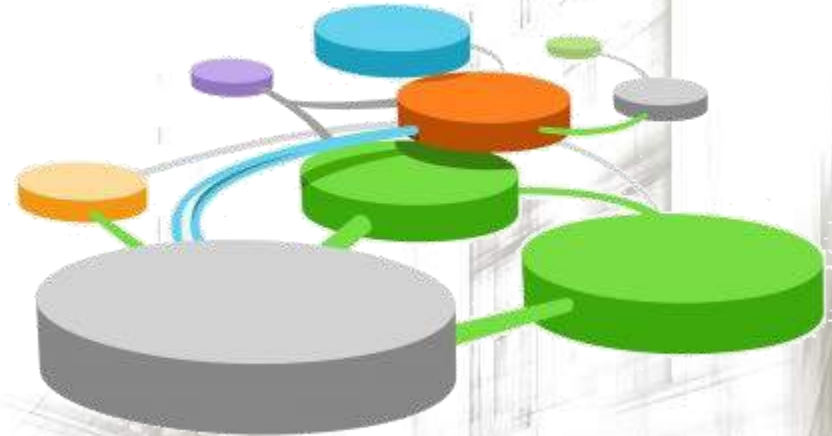
Methodology

How did it help me

[] Please indicate your level of agreement or disagreement with the following statements:

Please choose the appropriate response for each item.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Having a double/joint degree allowed me to earn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The double/joint degree allowed me to access to more work opportunities and job offers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the job I aspired to thanks to my double/joint degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work abroad thanks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Distribution: Online to DD Alumni in 6 countries



Contacts made: + 6500 contacted



Answer Rate: > 25% responded



Methods: Anonymous vs Confidential (e.g. law restrictions)



Visions: Two parts, facts vs perceptions



Approach: Prizes as incentive

Survey Performance

Partner	N*	Online Survey	Target Population (2005-2015)	n
REDEEM DD	6546	Apr/Jul 16	DD/JOINT DEGREE GRADUATES	1650
CONTROL GROUP	17916	Mar/Jul 16	SINGLE DEGREE GRADUATES	1122

REDEEM DD

25%

CONTROL GROUP

6%

- *Invalid e-mail addresses not included;*

Survey Characteristics



77%



29



SOUTHERN EU
| 56%



WESTERN EU
| 40%

CONTROL GROUP



77%



28



WESTERN EU
| 38%

Large Majority: > 90% 2nd cycle graduates

Survey Characteristics



Graduation period	%	Av. age
Recent Graduates (1-2 years)	36,4%	26,6
Medium Graduates (3-4 years)	23,8%	28,5
Older Graduates (5-7 years)	16,9%	30,6
Much Older Graduates (8-10 years)	17,0%	32,7
N/A	5,7%	

Survey Characteristics



Regions	Origin	Current location
Southern Europe	55,8%	↓ 20,8%
South America	16,3%	↓ 7,5%
Western Europe	13,6%	↑ 39,8%
North America	1,4%	↑ 5,6%

Picture of the results



MY ACTUAL CAREER FACTS

DD graduates with **a paid activity**

CONTROL GROUP 63% | REDEEM 55%
of not employed are currently studying

CONTROL GROUP **92%**

REDEEM **91%**

DD **working outside** their country of origin

CONTROL GROUP **28%**

REDEEM **52%**

DD **working** in scope of **their graduation**

CONTROL GROUP **81%**

REDEEM **89%**

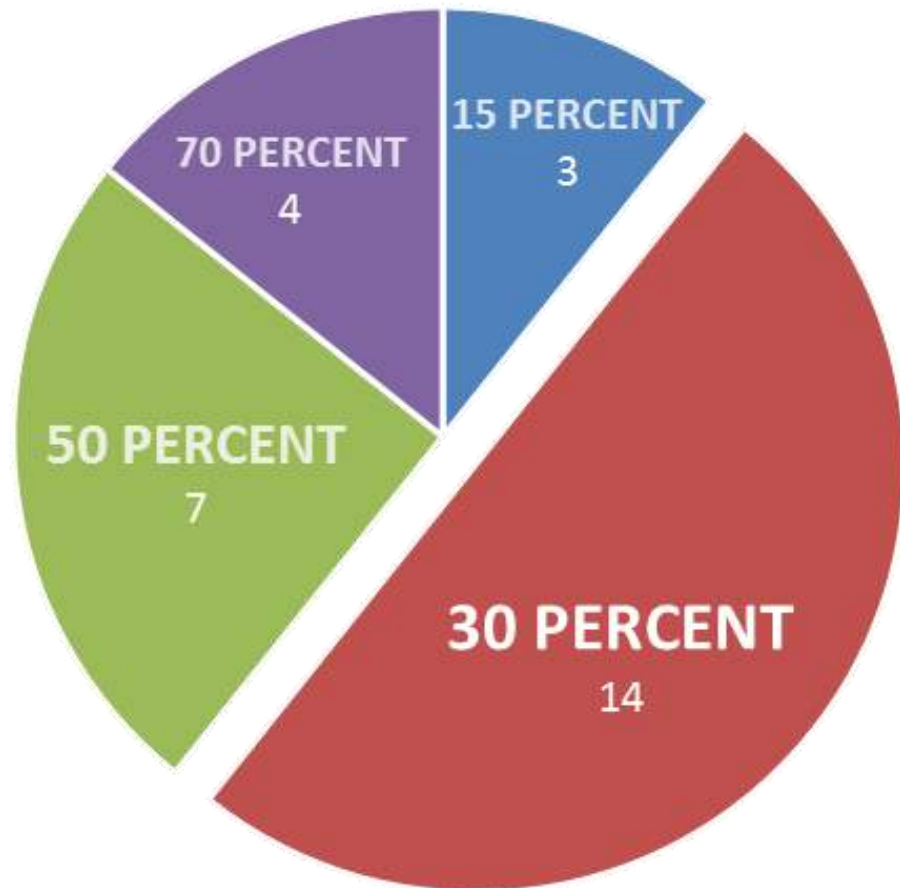


Polling Question



MY ACTUAL CAREER FACTS

What do you think
it is the percentage
of graduates from
Double/Joint
degree
programmes
working abroad
after graduation?



Footnote: 28 answers in room; EAIE – Seville (September 2017)

Picture of the results



MY ACTUAL CAREER FACTS

CURRENT LOCATION	RECENT GRADUATES (1 year)		MEDIUM GRADUATES (2-4 years)		OLDER GRADUATES (5-6 years)		MUCH OLDER GRADUATES (>7 years)	
	CG	DD	CG	DD	CG	DD	CG	DD
Western Europe	€3,511	€3,258	€3,919	€3,623	€4,364	€4,383	€4,931	€5,045
Southern Europe	€1,826	€2,484	€2,272	€2,539	€2,395	€2,578	€3,028	€3,505
Northern Europe	€3,557	€3,440	€3,042	€3,635	€4,183	€4,352	€4,128	€4.649

Picture of the results



MY MOTIVATIONS

Motivation (1 -Not Important; 5- Extremely Important)	Average (Overall)	Working Abroad	Recent Graduates
Living in a different country during my studies	4,6	1st	1st
Interacting with new cultures	4,4		2nd
Having access to more job opportunities	4,2	3th	
Increasing the opportunities for a professional career in a country other than my o	4,2	2nd	
Experiencing a different education environment	4,2		
Stepping out my comfort zone to improve my ability to work independently	4,1		
Learning a new language	4,0		
A perspective of getting the job or jobs I aspire to	4,0		
Having two academic degrees conferred by two different higher education institutions	4,0		
Increasing the possibility to live in a different country more or less permanently	3,8		
Studying in a certain identified higher education institution	3,7		
A perspective of getting better paid than graduates with a single degree	3,0	Last	Last



THE PERSPECTIVE OF GETTING A HIGHER SALARY



MY MOTIVATIONS



INTERACTING WITH NEW CULTURES

HAVING ACCESS TO MORE JOB OPPORTUNITIES

INCREASING OPPORTUNITIES OF PROFESSIONAL CAREER IN OTHER COUNTRY

EXPERIENCING A DIFFERENT EDUCATION ENVIRONMENT

STEPPING OUT MY COMFORT ZONE IMPROVE MY ABILITY WORK INDEPENDENTLY

LEARNING A NEW LANGUAGE

A PERSPECTIVE OF GETTING THE JOB OR JOBS I ASPIRE TO

HAVING TWO ACADEMIC DEGREES CONFERRED BY TWO DIFFERENT HEI'S

INCREASING POSSIBILITY TO LIVE IN A DIFFERENT COUNTRY MORE/LESS PERMANENTLY

STUDYING IN A CERTAIN IDENTIFIED HEI'S

A PERSPECTIVE OF GETTING BETTER PAID THAN GRADUATES WITH A SINGLE DEGREE

REDEEM

CONTROL GROUP

4,6

4,5

4,4

4,4

4,2

3,9

4,2

3,8

4,2

4,1

4,1

4,3

4,0

4,1

4,0

3,4

4,0

—

3.8

3.8

37

33

30

—

Picture of the results

1st Work in **International Context**
2nd **Personal** Development
3th Understanding **other Culture**

MY SKILLS GAINED

SKILLS GAINED (% AGREE – STRONGLY AGREE + AGREE)	REDEEM	CONTROL GROUP
GAVE YOU THE ABILITY TO WORK IN AN INTERNATIONAL CONTEXT	93.5%	63.9%
ADVANCED YOUR PERSONAL DEVELOPMENT	93.4%	86.2%
GAVE YOU A BETTER UNDERSTANDING OF A CULTURE OTHER THAN YOURS	91.2%	41.1%
IMPROVED YOUR ABILITY TO ADAPT TO THE WORK HABITS OF DIFFERENT COUNTRIES	88.4%	44.5%
IMPROVED YOUR ABILITY TO ADAPT AND ACT IN NEW SITUATIONS	86.3%	82.5%
HELPED YOU TO IMPROVE/GAIN NEW LANGUAGE SKILLS	86.0%	58.8%
MADE YOU FEEL MORE COMFORTABLE SOCIALISING WITH PEOPLE FROM DIFFERENT CULTURAL BACKGROUNDS	85.3%	53.4%
MADE YOU FEEL MORE SELF-MOTIVATED	71.1%	60.3%
IMPROVED YOUR ABILITY TO TAKE INITIATIVES	71.0%	67.7%
DEVELOPED YOUR TEAMWORKING SKILLS	70.1%	77.9%
IMPROVED YOUR ABILITY TO WORK AUTONOMOUSLY	65.0%	83.7%
GAVE YOU A BETTER UNDERSTANDING OF THE PROFESSIONAL ACTIVITY IN YOUR AREA OF EXPERTISE	60.2%	52.1%
IMPROVED YOUR ABILITY TO USE THEORETICAL KNOWLEDGE TO SOLVE PRACTICAL CHALLENGES	52.6%	76.2%
IMPROVED YOUR ABILITY TO THE USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGIES	46.9%	68.2%

Related
with the
experience

Related
with the
own
capacities/
skills

[illegible]

MOTIVATIONS



MORE WORK OPPORTUNITIES



JOB OFFERS

EARN MORE



RECRUITMENT

DD

Picture of the results



DD ADDED VALUE

RECOMMENDATION OF A DD
TO A HE STUDENT/CANDIDATE

97%

CHALLENGING DD

(1 - Not Challenging; 5 - Extremely challenging)

3,5

OVERALL SATISFACTION WITH THE DD/SD

(1 - Not satisfied; 5 - Extremely satisfied)

3,9

4,3

Picture of the results



DD ADDED VALUE

% of graduates who recommend a DD to a HE student/Candidate (overall)	96,7%
--	--------------

Recent Graduates	96,1%
-------------------------	--------------

Medium Graduates	95,9%
-------------------------	--------------

Older Graduates	98,6%
------------------------	--------------

Much older Graduates	97,3%
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Overall satisfaction (1-Not satisfied; 5 – Extremely satisfied)	4,3
--	------------

Recent Graduates	4,3
-------------------------	------------

Medium Graduates	4,2
-------------------------	------------

Older Graduates	4,3
------------------------	------------

Much older Graduates	4,3
-----------------------------	------------

Picture of the results



TO BE IMPROVED IN DD (recent graduates REDEEM)

*“**Coordination between universities**, ease of move between institutions, standardization of quality of teaching”*

*“Interpersonal and communication **skills**”*

*“**Freedom to choose the courses you want** to follow. Better coordination of compulsory courses between universities.”*

*“More **communication** around it in **industry**”*

*“- **marketing** on the double degree program: often it is not known by recruiting team and it is up to the candidate to explain what he/she did during the program- helping the double degree student with the hosting institute bureaucracy. ”*

PART III

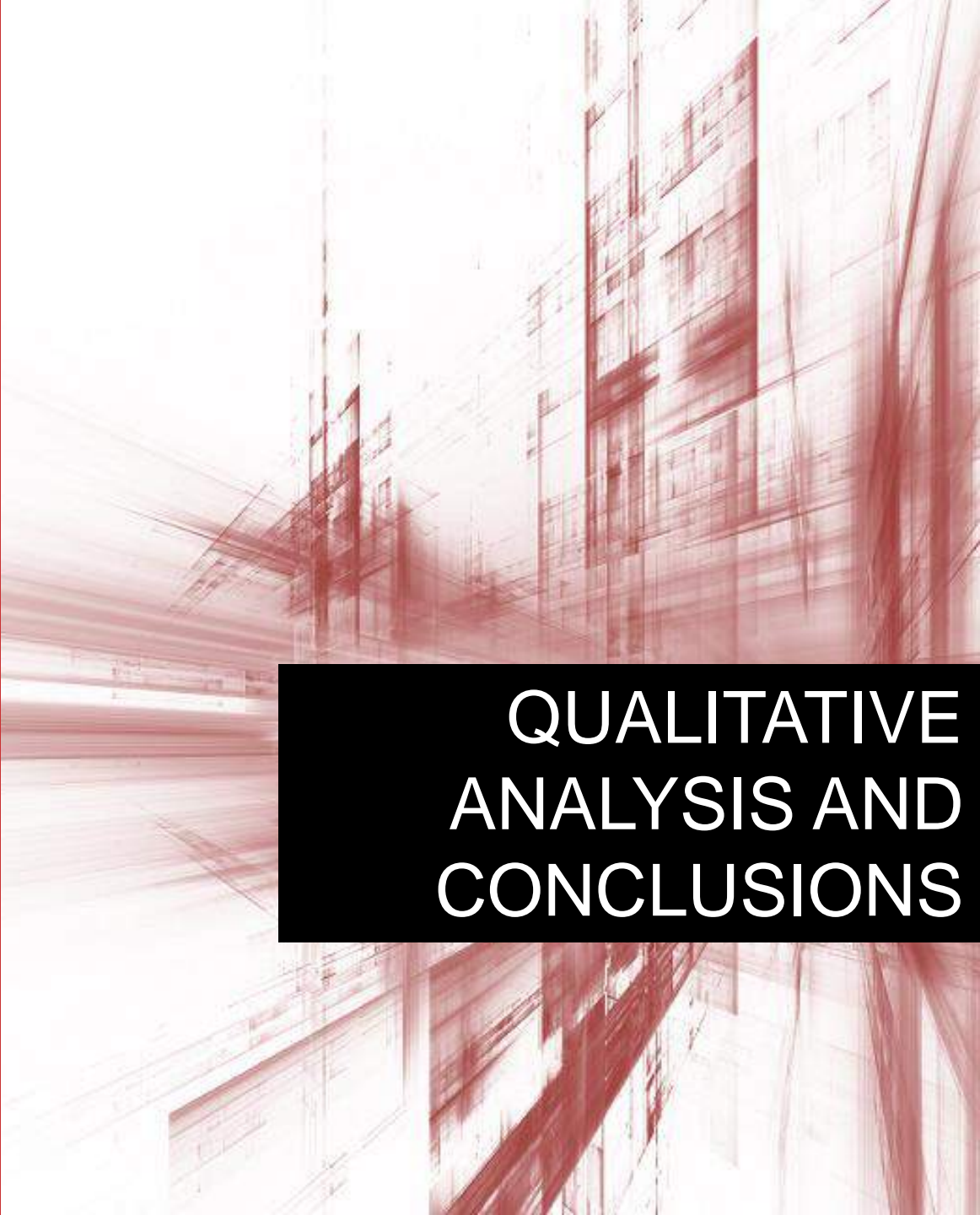
Qualitative Analysis

Guidelines

General Conclusions

Exploitation

Follow up



QUALITATIVE
ANALYSIS AND
CONCLUSIONS

Qualitative Analysis



WHY? The quantitative data tell only part of the story



METHODOLOGY: focus groups and interviews



TARGET GROUPS: 4



UNIVERSITIES INVOLVED: 7



QUESTIONS: 9



PARTICIPANTS: 141



Qualitative Analysis - Alumni

FOCUS: Personal Development vs University Prestige

ADDED VALUE: deeper experience abroad + Complementarity



EMPLOYABILITY: 1) holding 2 degrees vs holding a national degree; 2) Employability of DD perceived differently in different countries; 3) Decision to enrol not linked to employability objectives (few exceptions)

SPECIFICITY OF THE CATEGORY: no local and no exchange

TRENDS: More agreements with non-EU partners + soft skills

NEGATIVE ASPECTS:

PROLONGATION OF THE NOMINAL DURATION

VALUE OF THE JD

REPUTATION OF "STUDY ABROAD" FOR EMPLOYERS

IMPROVEMENTS: direct involvement of companies, specific career days, real life cases, practical info on local work environment, local language, more flexibility, mandatory internships as part of the curriculum

Qualitative Analysis – Current

SIMILAR ATTITUDE as the graduates with few exceptions



VALUE: personal development more than language and two diplomas

MORE CRITICAL on employability as a focus when designing DD

Getting a **BROADER PERSPECTIVE** more relevant than higher specialization

SECOND SPECIALIZATION VS BEST EDUCATION from the two universities

FUTURE: extra-curricular activities involving companies + local language

NEGATIVE ASPECTS:

QUALITY ISSUES DUE TO POOR ENGLISH PROFICIENCY

Qualitative Analysis – Employers



Real **ADDED VALUE OF DD** still not perceived

EXPECTED SKILLS are the one typical of DD graduates but not directly linked by the employers to these programmes

FOCUS: personal development + reputation of the local university

DD: Second diploma still largely neglected

EMPLOYABILITY CONCEPT very different from the one of the developers

IMPROVEMENTS: multidisciplinary, broad knowledge, basic engineering skills, soft skills, teamwork, foreign languages (not specialized skills)

TRENDS: more hands on activities in the curriculum, mandatory internships, project based work simulating real life scenarios and lectures by experts from industry as part of the curriculum.

Qualitative Analysis – Designers



VALUE: personal experience vs internationalization of the institution

FOCUS on mobility and compatibility with the partner university

ADMINISTRATIVE BRUDEN is the main deterrent

EMPLOYABILITY ASPECT often neglected and seen as shortsighted

MAIN KEY for employability is represented by the university reputation

FUTURE FEATURES OF DD PROGRAMMES:

- ✓ EXTENSION OF NOMINAL DURATION
- ✓ MULTIDISCIPLINARITY
- ✓ COMBINATION OF LOCAL PROGRAMMES
- ✓ ACCOUNTING AND MANAGEMENT AS MANDATORY
- ✓ MORE COURSES IN NATIONAL LANGUAGE

Guidelines

Attempt to **RATIONALIZE** the design and management processes

CHECKLIST and **RECOMMENDATIONS** to ensure sustainability and quality

No one-fits-all approach

Structured in **4 SECTIONS** and sub-guidelines:



ORGANIZATIONAL ASPECTS



STRUCTURE AND CONTENT



EMPLOYABILITY AND PERSONAL DEVELOPMENT



RECRUITMENT STRATEGY AND MARKETING





1. ORGANISATIONAL ASPECTS (ADMINISTRATION)

Guideline 1: Partnership

Guideline 2: Legal framework and inter-institutional agreements

Guideline 3: Management of the programme development

Guideline 4: Support for double/joint degree outgoing students

Guideline 5: Support and integration for double/joint degree incoming students

Guideline 6: Overall programme information

Guideline 7: Quality assurance



Curriculum

2. STRUCTURE AND CONTENT (CURRICULUM)

Guideline 8: Vision of your joint programme

Guideline 9: Matching of the two or more curricula

Guideline 10: Study plan (structure)

Guideline 11: Teaching methods



3. EMPLOYABILITY AND PERSONAL DEVELOPMENT

Guideline 12: Promoting key competences and soft skills

Guideline 13: Involvement of the employers

Guideline 14: Introduction of internships

Guideline 15: Transition to the job market



4. RECRUITMENT STRATEGY AND MARKETING

Guideline 16: Marketing on the academic value

Guideline 17: Marketing on employability

Guideline 18: Making use of the experiences of alumni and staff

Guideline 19: Assessment and selection of students

Guideline 20: Funding opportunities

Guidelines – one example

GUIDELINE 2: Legal framework and inter-institutional agreements

CHECKLIST

- ✓ Did you agree on the **type of programme** you want to develop (i.e. double, joint, dual or multiple degree)?
- ✓ Did you decide which and how many **legal documents** are needed to implement your joint programme at your institution and at the partner institution? (depending on the number of institutions and/or faculties involved and the type of programme you want to develop)
- ✓ If applicable, do you have **regulations regarding tuition fees**? Are they compatible?
- ✓ Did you agree on **requirements** for admission, i.e. language and academic requirements?
- ✓ Did you agree on the **admission procedure** of your students?
- ✓ Did you agree on the **mutual recognition** of credit points/study courses?
- ✓ Did you agree on the mutual transfer to another **grading system** (if necessary)?
- ✓ Did you agree on the exact **denomination** of the academic degree(s) (i.e. cycle and study programme)?
- ✓ Only applicable for joint degree programmes with one single certificate/diploma: Did you agree **who officially issues the certificate** and diploma supplement?
- ✓ Do your legal documents include regulations for the **possible non-conclusion** of the joint programme or the termination of the joint programme?
- ✓ If applicable (e.g. for master's theses and joint PhD programmes): Did you check the institutional and national **intellectual property regulations** and laws and their relevance for your research results?
- ✓ Do all the involved partners have **support from the relevant academic bodies** that are involved in delivering the joint programme (management level, school/department level, central administration level)?

RECOMMENDATIONS

- ☒ **ASSIGN A CENTRAL COORDINATOR AT THE UNIVERSITY ADMINISTRATION** (a staff member of the international office or equivalent) to promote joint programmes, help with contractual and organisational issues and foster and secure inter-institutional communication. This central coordinator should be the first contact person for academic staff wanting to develop a double degree programme. They should ensure a constant information and knowledge exchange between the university administration (central coordinator) and the departments (academic coordinators) at your university.
- ☒ The university administration (e.g. the central coordinator) should provide a **CONCEPT PAPER WITH TASKS PRECISELY ASSIGNED** among the internal units in the administration and departments.
- ☒ **TEMPLATES FOR AGREEMENTS**, contracts, appendices and/or inter-institutional agreements as well as tables for transferring credit points and grades should be developed and provided by the university administration (both in the local legal language and in the teaching language).
- ☒ If applicable: Develop a **MATRIX FOR THE TUITION FEES** with rows for different categories of students, and columns for the partner universities and for the joint solutions.
- ☒ The involvement of an external partner offering funding capacities will have a determining impact on the type of degree – joint or double – and hence largely influence the **LEGAL FRAMEWORK** needed. It is therefore paramount for all academic partners to have a clear vision on the involvement of such external actors.

General Conclusions

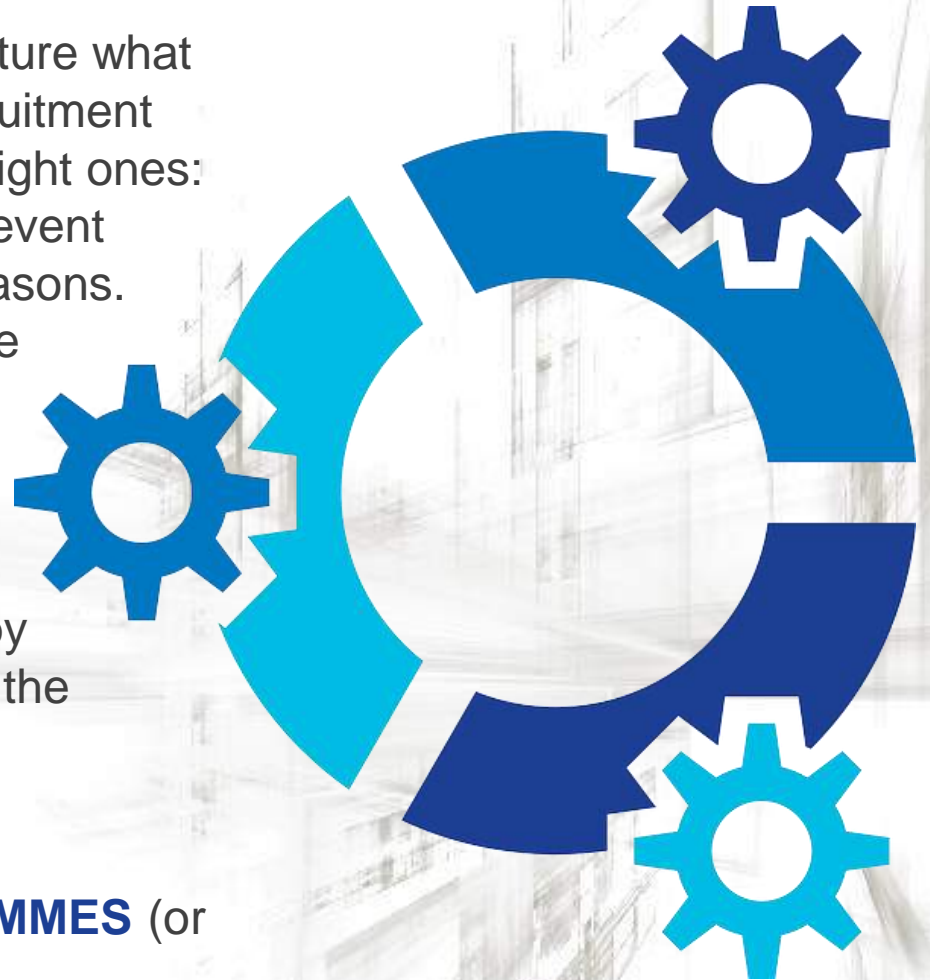
- ▶ **DD** analyzed are **highly appreciated by the graduates**
- ▶ The **quality** level has been **stable** over the past years
- ▶ **DD** graduates are **more satisfied** about the programme than other groups
- ▶ **DD** graduates **earn more** than their peers
- ▶ Two main categories of programmes: compatibility vs complementarity
- ▶ **Impact analysis** often lacking, **incomplete** or biased
- ▶ There are **many misconceptions** still in place
- ▶ **Nature** of the programme **must be clear** when designing and when recruiting

General Conclusions

- ▶ **Better communication** towards all the target groups on the actual impact needed
- ▶ **Focused Marketing** approach for DD vs exchange
- ▶ **Specific support** and services for the category
- ▶ **Companies seek** for DD profiles without realizing it
- ▶ Both students and employers favor an **active involvement of companies** in all phases (curriculum design, teaching with credits, definition of research topics, hosting mandatory internships)
- ▶ **DD+ is the inevitable next step:** creation of newly designed DD programmes based on the results and recommendations of this project

Exploitation of results

- 1) **QUANTITATIVE ANALYSIS** used to picture what a DD graduate is for marketing and recruitment (not necessarily more students but the right ones: informed decision). A result is also to prevent students from applying for the wrong reasons. Eliminate misperceptions and correct the recruitment process by addressing the misperceptions.
- 2) Address misperceptions of companies by **IMPROVING COMMUNICATION** about the profile and skills of DD graduates
- 3) **CREATE MORE EFFICIENT PROGRAMMES** (or reform the existing ones) in terms of student/industry needs, expectations and employability aspects



Follow up: and now what...?

FOLLOW UP **STRATEGIC PARTNERSHIP** PROJECT TO ADDRESS:

- A **comparative analysis** for the most recent cohorts of graduates only:
 - By field of study (perhaps extending also to Medicine and Business studies)
 - By country
 - By type of programme (JP 1+1, DD 1+1,5, TIME, EMJMD, EIT JM,...)
- Covering **new countries** (F, UK, FI, Eastern Europe, DK and hopefully already non-EU partners)
- Actually **create a number of new DD programmes** based on the results of REDEEM with full involvement of companies in all the phases

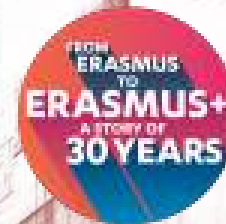


Follow up: and now what...?

CAPACITY BUILDING PROJECT(S) FOR THE EXPLOITATION OF THE RESULTS IN OTHER REGIONS OF THE WORLD:

- **Adapt** the results according to **the local context** (labour market, academic approaches and structures, student mentality)
- Focus on how to **create efficient DD** between EU universities and Universities from **those regions**





THANK YOU!

For further information:

www.redeemproject.eu